



Tom Horne, Superintendent
of Public Instruction

ARIZONA DISTRICT REPORT CARD 2004-05

Maine Consolidated School District

P O Box 50010, Parks, AZ 86018-0010

No Child Left Behind

Adequate Yearly Progress¹

2003-04 Met

2002-03 Met

2001-02 N/A

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

Current Administrator²

Title: Superintendent

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District At A Glance

Enrollment³

	State	District
2003-2004 Student Enrollment	1,012,068	67

Expenditures⁴

2004 Administration Expense	\$182,710.00
2004 Classroom Supplies Expense	\$86,495.00
2004 Classroom Instruction Expense	\$940,601.00
2004 Other Support Services Expense	\$365,473.00
2004 Student Support Services Expense	\$50,259.00
2004 Total Current Expenditures	\$1,625,538.00

Highly Qualified

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	2	0	0	0
10 or more years	3	2	0	0

Teachers with Emergency Certificaton. 0

Classes not Taught by Highly Qualified Teachers. *

District Poverty Level. *

* Due to the unavailability of these data, we are presently unable to supply information on percentage of classes not taught by highly qualified teachers and district poverty level.

3rd Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	14	75509	100	100	518	521	0	13	36	23	50	33	14	31
All Students (02-03)	NC	75372	NC	100	NC	523	NC	9	NC	25	NC	36	NC	30
Female (03-04)	NC	37013	NC	100	NC	522	NC	12	NC	24	NC	33	NC	31
Female (02-03)	NC	36901	NC	100	NC	524	NC	8	NC	25	NC	36	NC	31
Male (03-04)	NC	38430	NC	99	NC	521	NC	14	NC	22	NC	33	NC	31
Male (02-03)	NC	38385	NC	100	NC	523	NC	9	NC	24	NC	36	NC	30
African American (03-04)	NC	3660	NC	99	NC	496	NC	24	NC	31	NC	28	NC	18
African American (02-03)	--	3589	--	96	--	501	--	18	--	33	--	33	--	16
Hispanic (03-04)	NC	30486	NC	99	NC	505	NC	18	NC	29	NC	32	NC	21
Hispanic (02-03)	--	29103	--	99	--	510	--	12	--	31	--	36	--	20
Asian/Pacific Islander (03-04)	--	1780	--	98	--	549	--	5	--	13	--	33	--	50
Asian/Pacific Islander (02-03)	--	1574	--	96	--	549	--	3	--	14	--	34	--	48
American Indian/Alaskan Native (03-04)	NC	4075	NC	100	NC	486	NC	28	NC	34	NC	26	NC	12
American Indian/Alaskan Native (02-03)	NC	5086	NC	100	NC	491	NC	22	NC	38	NC	28	NC	12
White (03-04)	10	35192	100	99	517	534	0	8	30	19	70	35	0	39
White (02-03)	NC	34597	NC	98	NC	535	NC	4	NC	20	NC	38	NC	38
Students with Disabilities (03-04)	--	9708	--	100	--	489	--	32	--	27	--	24	--	17
Students with Disabilities (02-03)	NC	8057	NC	99	NC	496	NC	23	NC	31	NC	28	NC	17
Students without Disabilities (03-04)	14	65801	100	98	518	525	0	11	36	23	50	34	14	33
Students without Disabilities (02-03)	NC	67315	NC	100	NC	525	NC	8	NC	24	NC	37	NC	31
Limited English Proficient Students (03-04)	--	16928	--	100	--	485	--	29	--	33	--	26	--	12
Limited English Proficient Students (02-03)	--	16925	--	100	--	482	--	27	--	40	--	26	--	7
Migrant Students (03-04)	--	750	--	NA	--	499	--	21	--	29	--	30	--	20
Migrant Students (02-03)	--	869	--	NA	--	501	--	17	--	30	--	39	--	14
Economically Disadvantaged (03-04)	NC	36411	NC	NA	NC	503	NC	19	NC	29	NC	32	NC	20
Economically Disadvantaged (02-03)	--	26325	--	NA	--	504	--	15	--	34	--	33	--	18
Non-Economically Disadvantaged (03-04)	12	39040	NA	NA	518	534	0	8	33	19	58	34	8	39
Non-Economically Disadvantaged (02-03)	NC	49047	NC	NA	NC	530	NC	6	NC	21	NC	37	NC	35

3rd Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	14	75492	100	100	535	519	0	12	0	16	64	47	36	24
All Students (02-03)	10	75221	100	100	540	523	0	8	0	16	86	56	14	21
Female (03-04)	NC	37013	NC	100	NC	523	NC	10	NC	15	NC	48	NC	27
Female (02-03)	NC	36833	NC	100	NC	526	NC	6	NC	15	NC	56	NC	23
Male (03-04)	NC	38400	NC	99	NC	516	NC	14	NC	17	NC	47	NC	21
Male (02-03)	NC	38319	NC	100	NC	520	NC	9	NC	17	NC	56	NC	18
African American (03-04)	NC	3665	NC	99	NC	505	NC	20	NC	22	NC	43	NC	14
African American (02-03)	--	3597	--	97	--	510	--	14	--	22	--	53	--	11
Hispanic (03-04)	NC	30438	NC	99	NC	508	NC	17	NC	21	NC	47	NC	15
Hispanic (02-03)	--	29019	--	99	--	513	--	12	--	21	--	55	--	13
Asian/Pacific Islander (03-04)	--	1773	--	98	--	534	--	4	--	10	--	50	--	36
Asian/Pacific Islander (02-03)	--	1572	--	95	--	536	--	2	--	9	--	57	--	31
American Indian/Alaskan Native (03-04)	NC	4081	NC	100	NC	498	NC	25	NC	26	NC	40	NC	8
American Indian/Alaskan Native (02-03)	NC	5071	NC	100	NC	502	NC	20	NC	27	NC	46	NC	8
White (03-04)	10	35177	100	99	538	528	0	8	0	13	60	49	40	31
White (02-03)	NC	34543	NC	97	NC	531	NC	4	NC	12	NC	58	NC	26
Students with Disabilities (03-04)	--	9707	--	100	--	495	--	33	--	21	--	33	--	13
Students with Disabilities (02-03)	NC	8006	NC	99	NC	505	NC	22	NC	23	NC	42	NC	13
Students without Disabilities (03-04)	14	65785	100	98	535	522	0	10	0	16	64	49	36	26
Students without Disabilities (02-03)	NC	67215	NC	100	NC	524	NC	7	NC	16	NC	56	NC	21
Limited English Proficient Students (03-04)	--	16905	--	100	--	489	--	34	--	28	--	32	--	6
Limited English Proficient Students (02-03)	--	16853	--	100	--	489	--	29	--	36	--	32	--	3
Migrant Students (03-04)	--	763	--	NA	--	499	--	21	--	30	--	40	--	8
Migrant Students (02-03)	--	866	--	NA	--	503	--	19	--	23	--	49	--	8
Economically Disadvantaged (03-04)	NC	36302	NC	NA	NC	507	NC	18	NC	21	NC	46	NC	14
Economically Disadvantaged (02-03)	--	26256	--	NA	--	509	--	14	--	24	--	51	--	11
Non-Economically Disadvantaged (03-04)	12	39164	NA	NA	535	528	0	8	0	13	67	48	33	31
Non-Economically Disadvantaged (02-03)	10	48965	NA	NA	540	528	0	5	0	13	86	58	14	24

3rd Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	14	75053	100	99	601	597	0	7	0	12	100	72	0	9
All Students (02-03)	NC	73654	NC	99	NC	530	NC	9	NC	13	NC	70	NC	7
Female (03-04)	NC	36872	NC	99	NC	621	NC	5	NC	9	NC	74	NC	12
Female (02-03)	NC	36239	NC	99	NC	537	NC	7	NC	11	NC	72	NC	10
Male (03-04)	NC	38109	NC	99	NC	573	NC	10	NC	14	NC	69	NC	6
Male (02-03)	NC	37301	NC	98	NC	523	NC	12	NC	15	NC	68	NC	5
African American (03-04)	NC	3636	NC	99	NC	568	NC	12	NC	16	NC	67	NC	6
African American (02-03)	--	3488	--	94	--	515	--	16	--	18	--	62	--	4
Hispanic (03-04)	NC	30235	NC	98	NC	575	NC	9	NC	14	NC	70	NC	6
Hispanic (02-03)	--	28348	--	96	--	520	--	13	--	17	--	65	--	5
Asian/Pacific Islander (03-04)	--	1768	--	98	--	651	--	3	--	5	--	72	--	19
Asian/Pacific Islander (02-03)	--	1558	--	95	--	547	--	3	--	8	--	76	--	13
American Indian/Alaskan Native (03-04)	NC	4044	NC	99	NC	550	NC	13	NC	17	NC	66	NC	4
American Indian/Alaskan Native (02-03)	NC	4947	NC	100	NC	507	NC	22	NC	22	NC	53	NC	3
White (03-04)	10	35028	100	99	602	613	0	6	0	10	100	73	0	11
White (02-03)	NC	33924	NC	96	NC	537	NC	5	NC	10	NC	75	NC	9
Students with Disabilities (03-04)	--	9625	--	100	--	530	--	21	--	21	--	55	--	4
Students with Disabilities (02-03)	NC	7306	NC	90	NC	506	NC	24	NC	20	NC	52	NC	4
Students without Disabilities (03-04)	14	65428	100	98	601	604	0	6	0	11	100	73	0	10
Students without Disabilities (02-03)	NC	66348	NC	100	NC	531	NC	8	NC	13	NC	71	NC	8
Limited English Proficient Students (03-04)	--	16765	--	100	--	525	--	17	--	20	--	60	--	2
Limited English Proficient Students (02-03)	--	16422	--	100	--	495	--	30	--	27	--	43	--	0
Migrant Students (03-04)	--	752	--	NA	--	562	--	9	--	18	--	68	--	5
Migrant Students (02-03)	--	849	--	NA	--	511	--	19	--	22	--	56	--	4
Economically Disadvantaged (03-04)	NC	36077	NC	NA	NC	566	NC	10	NC	16	NC	69	NC	5
Economically Disadvantaged (02-03)	--	25711	--	NA	--	514	--	16	--	19	--	61	--	3
Non-Economically Disadvantaged (03-04)	12	38950	NA	NA	604	618	0	5	0	9	100	73	0	12
Non-Economically Disadvantaged (02-03)	NC	47943	NC	NA	NC	535	NC	7	NC	11	NC	74	NC	9

5th Grade

Mathematics	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	NC	76019	NC	100	NC	499	NC	14	NC	39	NC	14	NC	33
All Students (02-03)	15	76230	100	100	495	498	8	12	50	38	33	12	8	37
Female (03-04)	NC	37207	NC	100	NC	499	NC	12	NC	41	NC	14	NC	33
Female (02-03)	NC	37247	NC	100	NC	500	NC	11	NC	40	NC	13	NC	37
Male (03-04)	NC	38677	NC	100	NC	498	NC	15	NC	38	NC	13	NC	34
Male (02-03)	NC	38725	NC	100	NC	497	NC	14	NC	37	NC	12	NC	37
African American (03-04)	--	3817	--	100	--	475	--	23	--	47	--	11	--	18
African American (02-03)	--	3594	--	96	--	476	--	22	--	46	--	11	--	21
Hispanic (03-04)	NC	29458	NC	100	NC	480	NC	20	NC	48	NC	12	NC	20
Hispanic (02-03)	--	28100	--	98	--	482	--	18	--	47	--	11	--	24
Asian/Pacific Islander (03-04)	--	1673	--	99	--	531	--	4	--	29	--	14	--	53
Asian/Pacific Islander (02-03)	--	1447	--	95	--	527	--	5	--	26	--	11	--	58
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	466	--	28	--	49	--	10	--	13
American Indian/Alaskan Native (02-03)	--	5292	--	100	--	463	--	31	--	47	--	8	--	14
White (03-04)	NC	35880	NC	100	NC	515	NC	7	NC	32	NC	16	NC	45
White (02-03)	15	35389	100	96	495	514	8	6	50	32	33	14	8	48
Students with Disabilities (03-04)	--	9786	--	100	--	457	--	39	--	40	--	7	--	13
Students with Disabilities (02-03)	NC	9022	NC	100	NC	465	NC	31	NC	43	NC	8	NC	17
Students without Disabilities (03-04)	NC	66233	NC	99	NC	503	NC	11	NC	39	NC	14	NC	35
Students without Disabilities (02-03)	12	67208	86	100	495	500	8	12	50	38	33	12	8	38
Limited English Proficient Students (03-04)	--	15206	--	100	--	459	--	31	--	53	--	7	--	9
Limited English Proficient Students (02-03)	--	14826	--	100	--	460	--	31	--	51	--	8	--	10
Migrant Students (03-04)	--	745	--	NA	--	473	--	22	--	53	--	11	--	15
Migrant Students (02-03)	--	837	--	NA	--	478	--	19	--	51	--	8	--	21
Economically Disadvantaged (03-04)	NC	35714	NC	NA	NC	480	NC	20	NC	47	NC	12	NC	20
Economically Disadvantaged (02-03)	--	25037	--	NA	--	477	--	21	--	47	--	11	--	21
Non-Economically Disadvantaged (03-04)	NC	40266	NC	NA	NC	513	NC	9	NC	33	NC	15	NC	43
Non-Economically Disadvantaged (02-03)	15	51193	NA	NA	495	507	8	9	50	35	33	13	8	43

5th Grade

Reading	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	NC	76020	NC	100	NC	503	NC	25	NC	23	NC	40	NC	12
All Students (02-03)	15	76202	100	100	509	505	0	19	17	24	75	46	8	11
Female (03-04)	NC	37207	NC	100	NC	504	NC	22	NC	23	NC	42	NC	13
Female (02-03)	NC	37231	NC	100	NC	507	NC	16	NC	24	NC	48	NC	13
Male (03-04)	NC	38666	NC	100	NC	501	NC	29	NC	22	NC	38	NC	12
Male (02-03)	NC	38718	NC	100	NC	503	NC	22	NC	24	NC	44	NC	10
African American (03-04)	--	3819	--	100	--	494	--	37	--	26	--	31	--	6
African American (02-03)	--	3600	--	97	--	497	--	28	--	29	--	39	--	5
Hispanic (03-04)	NC	29442	NC	99	NC	494	NC	37	NC	26	NC	31	NC	6
Hispanic (02-03)	--	28090	--	98	--	497	--	28	--	30	--	37	--	5
Asian/Pacific Islander (03-04)	--	1672	--	99	--	513	--	12	--	19	--	49	--	20
Asian/Pacific Islander (02-03)	--	1443	--	95	--	515	--	9	--	19	--	53	--	19
American Indian/Alaskan Native (03-04)	--	4735	--	100	--	489	--	48	--	25	--	24	--	3
American Indian/Alaskan Native (02-03)	--	5311	--	100	--	491	--	38	--	31	--	28	--	3
White (03-04)	NC	35890	NC	100	NC	511	NC	15	NC	20	NC	48	NC	18
White (02-03)	15	35371	100	96	509	512	0	10	17	20	75	54	8	16
Students with Disabilities (03-04)	--	9784	--	100	--	485	--	58	--	19	--	19	--	4
Students with Disabilities (02-03)	NC	9097	NC	100	NC	493	NC	39	NC	27	NC	29	NC	5
Students without Disabilities (03-04)	NC	66236	NC	99	NC	504	NC	23	NC	23	NC	42	NC	13
Students without Disabilities (02-03)	12	67105	86	100	509	506	0	18	17	24	75	47	8	12
Limited English Proficient Students (03-04)	--	15198	--	100	--	483	--	59	--	25	--	14	--	1
Limited English Proficient Students (02-03)	--	14780	--	100	--	486	--	50	--	32	--	18	--	1
Migrant Students (03-04)	--	743	--	NA	--	488	--	50	--	28	--	19	--	3
Migrant Students (02-03)	--	832	--	NA	--	492	--	36	--	31	--	31	--	3
Economically Disadvantaged (03-04)	NC	35703	NC	NA	NC	494	NC	37	NC	26	NC	31	NC	6
Economically Disadvantaged (02-03)	--	24961	--	NA	--	495	--	32	--	30	--	34	--	4
Non-Economically Disadvantaged (03-04)	NC	40274	NC	NA	NC	509	NC	17	NC	20	NC	47	NC	17
Non-Economically Disadvantaged (02-03)	15	51241	NA	NA	509	509	0	14	17	22	75	51	8	14

5th Grade

Writing	# Tested		% Tested		MSS		% FFB		% A		% Met		% Exceeded	
	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ	D	AZ
All Students (03-04)	NC	75673	NC	100	NC	530	NC	12	NC	25	NC	58	NC	4
All Students (02-03)	15	74692	100	99	532	502	0	18	17	27	67	47	17	8
Female (03-04)	NC	37099	NC	100	NC	548	NC	8	NC	22	NC	64	NC	6
Female (02-03)	NC	36710	NC	99	NC	509	NC	14	NC	26	NC	50	NC	10
Male (03-04)	NC	38441	NC	99	NC	513	NC	16	NC	29	NC	52	NC	3
Male (02-03)	NC	37742	NC	98	NC	495	NC	22	NC	28	NC	44	NC	6
African American (03-04)	--	3791	--	99	--	506	--	18	--	29	--	50	--	3
African American (02-03)	--	3516	--	94	--	487	--	26	--	31	--	39	--	4
Hispanic (03-04)	NC	29305	NC	99	NC	507	NC	16	NC	31	NC	51	NC	2
Hispanic (02-03)	--	27492	--	96	--	486	--	27	--	32	--	38	--	4
Asian/Pacific Islander (03-04)	--	1665	--	99	--	573	--	6	--	16	--	67	--	10
Asian/Pacific Islander (02-03)	--	1428	--	94	--	528	--	8	--	20	--	54	--	18
American Indian/Alaskan Native (03-04)	--	4707	--	100	--	492	--	19	--	33	--	46	--	1
American Indian/Alaskan Native (02-03)	--	5166	--	100	--	470	--	39	--	32	--	27	--	2
White (03-04)	NC	35760	NC	99	NC	550	NC	9	NC	21	NC	64	NC	6
White (02-03)	15	34785	100	94	532	517	0	10	17	23	67	56	17	11
Students with Disabilities (03-04)	--	9706	--	100	--	462	--	36	--	32	--	31	--	1
Students with Disabilities (02-03)	NC	8428	NC	98	NC	472	NC	38	NC	30	NC	29	NC	3
Students without Disabilities (03-04)	NC	65967	NC	99	NC	536	NC	10	NC	25	NC	60	NC	5
Students without Disabilities (02-03)	12	66264	86	99	532	503	0	17	17	27	67	48	17	8
Limited English Proficient Students (03-04)	--	15115	--	100	--	471	--	26	--	38	--	35	--	1
Limited English Proficient Students (02-03)	--	14363	--	100	--	459	--	47	--	34	--	19	--	1
Migrant Students (03-04)	--	738	--	NA	--	488	--	23	--	33	--	43	--	1
Migrant Students (02-03)	--	814	--	NA	--	475	--	33	--	37	--	27	--	2
Economically Disadvantaged (03-04)	NC	35541	NC	NA	NC	504	NC	17	NC	31	NC	50	NC	2
Economically Disadvantaged (02-03)	--	24507	--	NA	--	480	--	31	--	33	--	33	--	3
Non-Economically Disadvantaged (03-04)	NC	40091	NC	NA	NC	550	NC	9	NC	21	NC	64	NC	6
Non-Economically Disadvantaged (02-03)	15	50185	NA	NA	532	511	0	13	17	24	67	53	17	10

The table below shows if your district met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

District AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Maine Consolidated School District

SCHOOL IMPROVEMENT STATUS

Below is a list of the Title 1 funded schools in the district that are in School Improvement Status as defined by the Federal No Child Left Behind Act of 2001

	District		State	
	SCHOOLS	PERCENTAGE	SCHOOLS	PERCENTAGE
Identified for School Improvement	0	.00	121	6.14
Identified for Corrective Action	0	.000	45	2.28

School Name	Years in School Improvement
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School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on school improvement status, visit our website at www.ade.az.gov/asd/nclb

Maine Consolidated School District

	AZ LEARNS		NCLB
School Name	LABEL ES	LABEL HS	AYP
Maine Consolidated School	Performing	N/A	Met

1 Adequate Yearly Progress, please visit our website at <http://www.ade.az.gov/profile/publicview/aypdistrictlist.asp>.

2 Current Administrator: This includes the most current information ADE has available, please contact the district directly if you feel this information is in error.

3 Enrollment: These enrollment counts represent a head count of all active enrollments on October 1st of each school year. Please note these counts are not unduplicated counts; concurrently enrolled students are counted as having an active membership in each school they are enrolled. Joint technology schools where students are concurrently enrolled are not included, which may additionally overstate aggregated enrollment figures.

4 Expenditures: These data may not be exact due to rounding. Please note these data are self-reported by the district and not audited by the ADE. If all values are set to \$0.00, no expenditure data exist under this entity.

5 AIMS data if applicable: These data reflects grades 3,5,8,10 and does not include re-testers. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standards, and Exceeds (E). MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation of data by subgroups and by ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards. These data also provides a two year trend analysis of student performance as required by NCLB.

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